

ACADEMIC SELF CONCEPT AND ENGLISH LANGUAGE LEARNING ACHIEVEMENT

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Abstract

This research concentrated on academic self-concept (ASC) of the students at Hidayatul Muslimin 1, Islamic Junior High Boarding School Kubu Raya who have high and low academic achievement (ACA) in English class. The sample consisted of 27 girl students. It was classified into 10 students who marked as high achievers and 17 others who marked as low achievers from eight class. The method of this research was descriptive and correlation. ASC was measured through Academic Self Concept Scale while ACA was measured from students' English Mid Term Test scores. The mean score of ASC from high achievers is 64.20 classified as positive academic self-concept while from low achievers is 12.44 classified as negative academic self-concept. The correlation of ASC and ACA of high achievers is 0.06 which means very weak because there were some students who got high ACA but have negative ASC while low achievers is 0.41 which means moderate because there were some students who got low ACA but had neutral ASC. Therefore, the research findings show that the English ACA were not always followed by the positive ASC but might be affected by other factors.

Keywords: *Effective, Learning Outcomes, Learning Models Examples Non Examples, Historical Subjects.*

BACKGROUND

Academic achievement (ACA) has always been the core interest of educationists and educational psychologists. However, underachieveres will always exist. Though academic failure can be attributed to a multitude of external factors such as social and economic, but there is no doubt that internal factor such as Academic self-concept (ASC) also give big contribution in shaping academic achievement. It is a general term in psychology which is highly concerned with the 'self.' It gives high importance to the inner world of humans and considers the thoughts, feelings, and emotions of individuals as the foreground of other human achievements (Wang, 2005). Therefore, until now more and more

researchers have come to realize the importance of ASC on ESL/EFL studies which is meant to humanize the classes.

Furthermore, for many decades, self-concept has been the subject of enquiry because it forms an integral part of human development. It is important especially for adolescents' development. The self domain is a crucial factor in adolescents. It is signed when they live as an individual which his or her perceptions formed through experience and interpretations of his or her environment. Then, it affects the self-conceptions that adolescents have of themselves.

Beside confronting biological and socio-emotional, they also have to face behavioral, cognitive, and educational changes. Consequently, they have

developmental concerns that can negatively affect their academic self conceptions. Therefore, the Boarding School students have to be stronger in developing their positive self-concept rather than students in public school.

Regarding the issue, the writer chose a school whose students are assumed to have ASC problems. They are reflected from the way they behave in the English class. The research was conducted on **second grade** students of Hidayatul Muslimin Islamic Junior High Boarding School 1. This School is formed as an institution named Hidayatul Muslimin Kubu Raya. It consists of Elementary School, Junior High School, Arabic Preparation Class, and Senior High School. The combination of religion ministry curriculum and boarding school curriculum is implemented in the school to support the institution' goals which are form the Rabbanian generation with truthful faith and good characters based on Al-Qur'an and As-Sunnah. Besides, the schools also require the students with the program of memorizing the Qur'an at least for 3 chapters of the Qur'an.

In addition, the choice of this research subject (for the Eighth grade) was based on some considerations, as the cases they are: (1). The Eighth grades of junior high boarding school students are in the middle stage of adolescence which they usually have a complex self-concept towards their surroundings. (2). The girl students of Eight grade of junior high boarding school mostly follow their intuitions and subjective feelings in determining their behavior, that might affect their learning outcome as well.

In the case of the students of Hidayatul Muslimin 1 Junior High Boarding School, the students are supposed to be independent both in the learning process and managing their own life. Besides, students have various imagination about themselves. This impacts on their behaviors, attitudes, and reactions. As Weiten et al.(2014) says that one of the main factors that develop this imagine is self-concept. Therefore, students have to be creative, inovative, discipline,

responsible, confidence, honest and having high effort in learning.

Unfortunately, the English teacher argued, the negative characters such as unconfidence, and having low effort in learning affected the students' English performance. The lack of confidence indicated by pessimistic while lack of effort indicated by paying less attention to the teacher explanation, and neglect the English subject as a supplementary subject in Boarding School. In addition, it might happen because of lack facilities which caused by school' tortuous acces. As the result, the students could not follow the learning process effectively; some students got low achievement and did not pass most of the test.

Referring to such condition, the writer conducted this research to discover the students' ASC because those unexpected behavior or performance might affect the students' ASC or on the other way around (vise versa).

METHODOLOGY

This research was conducted to investigate the ASC of students who have high and low English Language Learning Achievement (ELLA). There were some criteria to judge who are categorized having high or low ELLA based on the English teacher, such as: high (86 – 100), moderate (66 – 85) and low (0 – 65).

The method used in this research was descriptive study. By using the method, the writer discovered the fact about how is the ASC of the students who have high ELLA and those who have low ELLA. Then, the correlation and coefficient also used to describe the relationship of variables with guidelines from Cohen (1998) can be shown on the next page.

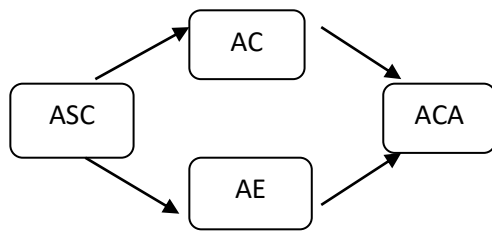


Diagram. Cohen' guidelines

According to Cohen (1998), there are two parts of ASC. They are academic confidence (AC) and academic effort (AE). Both parts give big influence to the ACA of the students. Therefore, the figure above have shown how the relation between ASC and ACA happened.

There were some steps that the writer did in the research. First, the **primary** data were collected by closed ended questionnaire and classroom observation. Additionally, the English Mid Term scores also used to know the relation between ASC from the questionnaire and ACA from Mid Term test score.

In collecting **secondary** data, the writer was conducting interviews to some sample students. In the interview section, students were asked some questions, but the questions were more adaptable and proposed. Hoping that the condition of ASC of the students can be a parameter in this boarding school to find appropriate teaching method or media for better learning process.

Based on guidelines from Cohen (1998), the correlation between ASC and ACA in English can be identified clearer by analyzing through a Pearson's correlation coefficient. In this research, ASC was measured by self-concept scale by W. Liu and Wang (2005). It include four statements which assessed the students' AC, and six others assessed the students' AE. While ACA was measured by Mid Term Test scores. Besides, the group of students which were high and low also used in this research.

Population is defined as the whole subject of the research. The 32 girl students

of **second grade** in Hidayatul Muslimin Junior High Islamic Boarding School One Kubu Raya in academic year 2017/2018 was chosen as the general focus of the writer. The writer used **purposive sampling** technique by choosing the high and low achievers based on their Mid Term Test score on first semester which then correlate to their Self-Concept Scale result.

Primary Data (Questionnaire)

The purpose of using the questionnaire was to make the data collected more objective and represented the entire participants. This questionnaire contains questions about self-concept subscale such as SC and SE that edited and adopted from W. Liu and Wang (2005) related to the students' behavior during English class.

Students' behavior can be divided into two parts; positive and negative. The positive behaviors can be interpreted by having creative, inovative, discipline, responsible, confidence, honest and having high effort in learning, while the negative behaviors such as unconfidence, and having low effort in learning. The lack of confidence indicated by negative perception of their academic competence such as pessimistic when doing the tasks while lack of effort indicated by less commitment, involvement and interest in learning such as paying less attention to the teacher explanation, and neglect the English subject as a supplementary subject in School. Therefore, the form of the questionnaire was in **Academic Self-Concept Scale (ASCS)** to measure AC and AE on the general ASC.

The questionnaire had 10 question items. Smallest scale is 0 means that the behaviour rarely exists. The biggest is 8 means that the behaviours always happened. The students were chosen based on the questionnaire results then involved in the interview.

Secondary Data (Interview)

Interview is an activity in which respondents were asked to tell the reason of his/her negative self-concept in the research field. The interview model was *semi-*

structured interview. It is a set of pre-prepared guiding questions, the format is open-ended (Riduwan, 2002:30). It provides the interviewer guidance and direction but the writer is keen to follow up interesting developments and to let the interviewee elaborate on certain issue in an exploratory manner. The writer chose this type of the interview because she would like to dig the deeper and flexible responses from the participants and did not want to limit the depth and breadth of the respondents' stories.

By giving an interview the writer tried to find out about how is ASC that faced by the students in English class. Students who were taken as the sample of the research were based from the result of the questionnaire analysis. Then, the writer categorized the positive and negative ASC based on the most often behavior occurred in sample students.

RESEARCH FINDING AND DISCUSSION

Research Finding

There are three major findings of this research. They are:

1. High Achievers

a. ASC Score

In this research, mid term test score used to categorize whether the students included to high or low level in English class. In order to categorize them easily, there were some criterias based on the English teacher in the research field, such as: 86 – 100 (high), 66 – 85 (Moderate) and 0 – 65 (Low).

The writer used the high and low groups as the sample in this research field. Based on the questionnaire and interview result, the condition of ASC from high achievers can be shown from their ASCS. The high achievers score criterias started from 86 – 100. In this research, there were 10 students who got high score on their Mid Term Test which assumed they have positive ASC.

To make the explanation clearer, the writer have been written their score on the table beside.

Table 1
ASC of High Achievers

No.	ASC
1.	64
2.	54
3.	58
4.	62
5.	66
6.	68
7.	70
8.	76
9.	68
10.	60

Based on the table above, we know that there were variance scores of Academic Self-Concept (ASC). The highest score is 76, while the lowest one is 54. Whereas, the writer hoped the higher of achievement, the more positive their ASC but the result shows that there were 7 of them who have high academic self-concept scale score, while the rest three have moderate academic self-concept. In other word, although there were some of high achievers show the high ASC, there were some of them show moderate ASC too. Therefore, the result of high achievers different with the writer' expectation.

b. Positive Behaviors of High Achievers

Beside of ASC score, the writer also found the positive behavior which affect the high achievers. Referring back to ASC which consists of academic confidence and effort, in this research finding there were two positive behaviors of high achievers such as feeling confident and work hard. Feeling confident can increase students' willingness to competence with other students meanwhile having adequate effort; such as work hard in doing assignments or school work also gave contribution to the students' learning outcome. Therefore, those kinds of behaviors affect the students' English learning achievement at the end of the lesson. Students who had those positive self-concept altogether can easily face the

problem of learning during the English class.

2. Low Achievers

a. ASC Score

The condition of academic self-concept of low achievers also can be shown from their ASCS. Based on the English teacher, the low achievers score criterias started from 0 – 65. Therefore, there were 17 students who got low score on their Mid Term Test which assumed they have negative self-concept. To make the explanation clearer, the writer have been written their score on the table as follow.

Table 2
ASC of Low Achievers

No.	ASC
1.	60
2.	54
3.	60
4.	66
5.	56
6.	34
7.	24
8.	64
9.	52
10.	50
11.	58
12.	66
13.	34
14.	48
15.	66
16.	60
17.	62

Based on the table above, the result shown that there were 12 of them who have low academic self-concept scale scores, while the rest 5 have high academic self-concept scores which indicated that they have positive ASC. In other word, although there were some of low achievers show the low ASC, there were some of them show the high ASC too. Therefore, the result of low achievers is different with the writer' expectation.

b. Negative Behaviors of Low Achievers

Beside of ASC score, the writer also found the negative behavior which affect the low achievers. In this research finding there were two negative behaviors of high achievers such as less attention and pessimistic. Students who had those negative behaviors altogether can not easily face the problem of learning during the English class. Their negative perspective decrease their willingness to participate in learning process. Therefore, those kinds of behaviors affect the students' English learning achievement at the end of the lesson.

Referring back to the scale used, the academic self-concept consists of academic confidence and effort. Less attention to the teacher explanation can increase students' laziness and misunderstanding in learning. The students cannot compete with other students effectively. Besides, the pessimistic; having negative belief of everything she or he has done in school work also affect to their ACA.

3. The Correlation of ASC & ACA

Based on descriptive statistics of ASC and ACA, the writer have known that the condition of students' ASC during EFL learning process which is generally unstable. From 32 participants, there were 27 taken as sample students. It consists of 10 students who got high ACA and 17 students who got low ACA.

According to Evans (1996), in order to know the absolute value of r there are 5 categorization of correlation. First, the students who have scores from 0.00 up to 0.19 is categorized as very weak correlation. It is indicated by the students who have positive ASC and got low English achievement or the students who have negative ASC and got high English achievement.

Second, the students who have scores from 0.20 up to 0.39 is categorized as weak correlation. It is indicated by the students who have ASC and got moderate or low achievement or the students who have

negative ASC and got moderate or high English achievement.

Third, the students who have scores from 0.40-0.59 is categorized as moderate correlation. It is indicated by the students who have neutral ASC and got moderate ACA or the students who have neutral ASC got moderate achievement in English.

Fourth, the students who have scores from 0.60-0.79 is categorized as strong correlation. It is indicated by the students who have positive ASC and moderate or high ACA or the students who have negative ASC and got moderate or low achievement in English class.

Fifth, the students who have scores from 0.80-1.00 is categorized as very strong correlation. It is indicated by the students who have positive ASC and got high English ACA or the students who have negative ASC and got low ACA in English. The formula manually as written as follow:

$$r = \frac{n\sum XY - \sum X \sum Y}{\sqrt{n\sum X^2 - (\sum X)^2} \sqrt{n\sum Y^2 - (\sum Y)^2}} \quad (1)$$

Table 3
Table of Sample students

No.	ASC	ACA	No.	ASC	ACA
1.	64	95	21.	76	100
2.	54	95	22.	48	40
3.	60	45	23.	66	35
4.	54	25	24.	60	20
5.	58	90	25.	68	95
6.	62	95	26.	60	90
7.	60	60	27.	62	30
8.	66	35	28.	76	100
9.	62	95	29.	48	40
10.	56	35	30.	66	35
11.	68	90			
12.	34	50			
13.	70	95			
14.	24	20			
15.	64	40			
16.	52	45			
17.	50	55			
18.	58	50			
19.	66	35			
20.	44	40			

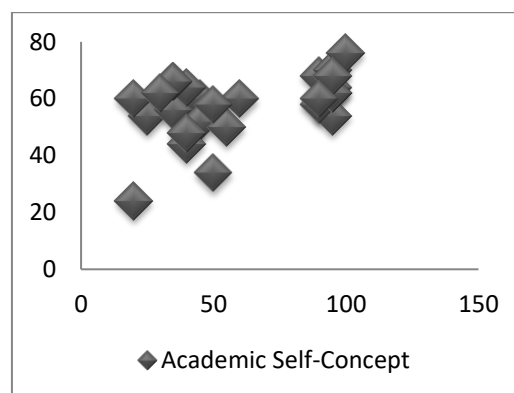
Based on the table above, the pearson's correlational coefficient is a statistical measure of the strength of a linear relationship between paired data (see appendix 3 & 4). It is denoted by r and is by design constrained as follows:

$$-1 \leq r \leq 1$$

Furthermore, based on the formula above, positive values denoted by positive linear correlation. Negative values denoted by negative linear correlation, a value of 0 denoted by no linear correlation. And the closer value, 1 or -1 means the stronger the linear correlation.

Based on the descriptive statistics of high and low achievers, the correlation of ASC and ACA of high achievers is 0,06 which means there is a very weak correlation between both variables because there were some students who got high ACA but have negative ASC. While the correlation of ASC and ACA of low achievers is 0,41 which means there is moderate correlation between both variables because there were some students who got low ACA but have neutral ASC. Generally, if the correlation $<0,05$ means there is a correlation between both variables, but the research finding shown contrary $>0,05$ which means that there is no correlation between variable x (ASC) and y (ACA).

To make the comparison clearer, the writer presents the data in a graphic as follow:



Graphic 1
ASC VS ENGLISH ACA

From the figure on the previous page, there were three groups of students: (1) students who got low mid term score but have positive academic self-concept, (2) students who got high mid term score but have negative academic self-concept, (3) students who followed the normal correlation 1:1 which means mid term score related to their ASC.

The first group includes 5 students who got low achievement but have positive academic self-concept. Those five achievers have different range of ASC; 62 - 66. The lowest score in this group is 62 while the highest is 66. Therefore, this group of students shown there is no relationship between ASC and ACA.

Second group includes only one student who got high achievement but have negative academic self-concept which indicated by low score in ASCS. The ASC score is 54, while her ACA score is 95. Therefore, this group of students support the assumption of the previous paragraph, which is no relationship between ASC and ACA in English class.

Then, third group includes 10 students who have relationship between academic self-concept (ASC) and academic achievement (ACA). It consists of 7 high achievers and three others from low level of the class. The high achievers have different range of academic self-concept; 62 - 76. The lowest score in this group is 62 while the highest is 76. Meanwhile, the three low achievers also have different range of academic self-concept; 24 - 34. The lowest score in this group is 24 while the highest is 34. This group of students followed the normal correlation.

Although there were some students who followed the normal correlation, there were also some students who got high achievement but have negative academic self-concept and some students who got low achievement but have positive academic self-concept too. In other word, in this research the ASC did not give big contribution to ACA although some experts argued contrary on the previous chapters.

Therefore, in this case, the students achievement did not affected by ASC but might be affected by other factors.

Discussion

The research was aimed to analyse the ASC of the high and low achievers on their English Language Learning Achievement. According to W.Liu and Wang (2005), there is positive relation between students ASC and ACA in English class by using two subscales. But based on the finding, it cannot be proved with the data that the writer got through this research.

Referring to the research finding, there were two categorization of ASC which taken as the research focus; positive and negative. The students indicated as high achievers if they have positive ASC by the high score in ASCS while the other ones indicated as low achievers if they have negative ASC which indicated by their low score in ASCS.

Based on the research findings, the ASC score of high achievers between 62 to 76 while the ASC of low achievers between 20 to 34. It shown that there was an increase in one variable but accompanied by a decrease in the other variable too. Therefore, there is no correlation between ASC & ACA in English class. It represents no correlation, as between the number of sample students make on an academic self-concept scale (ASCS) and their score on English Mid Term Test.

CONCLUSION AND SUGGESTION

Conclusion

One of the reasons which were triggered students' negative behaviour in learning English was because of their negative ASC. In this research the students are supposed to be independent both in the learning process and managing their own life which impacts on their behaviors, attitudes, and reactions.

Unfortunately, the English teacher argued, the negative characters such as unconfidence, and having low effort in learning might affect the students' English performance. As the result, the students

could not follow the learning process effectively; some students got low achievement and did not pass most of the test.

Referring to the previous chapter, the correlation of ASC and ACA from high achievers is 0.06 which means that those students have very weak correlation which means there is a very weak correlation between both variables because there were some students who got high ACA but have negative ASC.

While the correlation of ASC and ACA of low achievers is 0.41 which means there is moderate correlation between both variables because there were some students who got low ACA but have neutral ASC. In conclusion, it was found that the high mid term test scores were not always followed by the positive academic self-concept.

In addition, the ASC of the Boarding School students follow the vision and mission of Islamic education while the Public School students follow the vision and mission of modern education. For example, the female and male students are separated in Boarding School

The Boarding School roles used in order to follow the traditional rules of Islam while when the students are merged in Public School in order to reach equal rightful authority in social life.

In other word, the pure ASC cannot surely measured in Boarding School because the teacher also used characters scoring rubric from religion aspect which different with Public School. Therefore, there is no correlation between ASC and ACA of Boarding School students because cannot be measured by ASCS from W.Liu and Wang (2005).

Suggestion

Based on research finding, the teachers still should take positive initiative to sustain and increase the better ASC among those boarding school students. Although the ASC is not the one which can push the students achievement, it should be instructed to make an appropriate plan or

learning strategies for better learning outcomes. Besides, with better planning, understanding and concentration rather can be developed, improved and polished among the secondary school students by the continuous cooperation and help of teachers and parents. Therefore, knowing self and develop it correctly can be valuable and necessary for students; additionally, provide a convenient condition for students' advancement.

To close the whole chapters, the writer would like to propose some suggestions that may give some ideas for the English teachers, schools that face the similar problem to in the research field, and the other researchers who have interest in this topic. The suggestions such as : (1) For English teachers. It is very useful for teachers to pay attention to direct and develop the students' ASC in order to make English language learning more effective. (2) For the School where the research has been conducted. School could do something about the cause of decreasing in students' achievement in English class. (3) For other researchers. Other researchers can use this research as additional information.

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